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ABSTRACT

This paper presents basic principles and theories of motivation, attempts to provide a better understanding of the concept, and explores the role motivation plays in learning. Basic theories of motivation are reviewed including: Freud's belief in motivation by the id, unconscious forces, and sexual stages; Jung and Adler's belief that people are motivated most by striving for future goals; Horney's theory that people are motivated by needs arising from anxiety; McDougall's belief that humans are motivated by instincts; Skinner's behaviorist theories that motivation comes from the environment; Hull's behaviorist theory that humans are motivated by drives; and Maslow's theory that people are motivated as needs are fulfilled. Theories on the following aspects of motivation are discussed briefly: locus of control, attribution theory, intrinsic motivation, need for achievement; motivation and the personality; motivation according to age; the teacher's role in motivation; encouraging the student; stimulating the student; the student's self-concept; and the parents' role in motivation. (LL)

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Motivation in Education

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Abstract

The purpose of this paper is to provide a better understanding of the concept of motivation, and the role motivation plays in learning. The basic principles and theories of motivation, and the roles of significant others in encouraging motivation in the student will be reviewed.

Motivation

The concept of motivation is somewhat ambiguous and resists precise definition. However, simplistically, motivation deals with why human behavior occurs. "Most psychologists and educators use motivation as a word to describe those processes that can (a) arouse and instigate behavior; (b) give direction and purpose to behavior; (c) continue to allow behavior to persist; and (d) lead to choosing or preferring a particular behavior" (Wlodkowski, 1984, p.12).

Motivation is an essential condition of learning. "A motivating condition may be defined as a stimulating condition which initiates and directs action until it is removed" (McClelland, 1955, p. 424). The motivating condition may be physiological (hunger, thirst, sex, rest) or psychological (a want, interest, or attitude). Human beings are always under the direction of some need or motive.

Motivation in education is concerned with students' motivation to learn. "If we place a value on developing a motivation to learn in students, we are concerned with whether students initiate learning activities and maintain an involvement in learning as well as a commitment to the process of learning" (Ames, 1990, p. 410). Therefore, effective teachers help students to develop goals, beliefs, and attitudes that will sustain a long-term involvement and contribute to quality involvement in learning. If we measure motivation strictly as achievement, we can easily lose sight of these other educational goals and values. Motivation is important because it contributes to achievement, but it is also important itself as an outcome.

Psychologists have investigated motivation in depth and members of different schools of thought describe it in different ways. The psychoanalytic position developed by Sigmund Freud emphasizes that much behavior can be explained by strong unconscious forces of a directive nature. Members of the cognitive school speak in terms of drives, goals, and needs of the learner which prompt him or her to action, whereas those of behaviorist orientation feel that learning has more to do with one's environment than inner processes (Beard & Senior, 1980). Humanistic psychologists are more concerned with the "wholeness of the person" or the inner forces or senses (Deci, 1975).

Basic Theories of Motivation

Freud believed the id is the prime source of motivation. "The id can be best understood if it is viewed as a kind of mental manifestation of all the physiological processes. Frequently, the id is referred to as the seat of the instincts" (Marx & Tombaugh (1967, p. 31 & 32). Freud believed psychic energy is derived from physical energy and physical needs are represented in the id. Moreover, the other two components of the personality, the ego and the superego, develop from the id.

Freud's most prominent contribution to motivational theories was his differentiation between conscious and unconscious processes. Consciousness is all the elements (such as images or thoughts) which are the immediate focus of attention. Unconsciousness is all the elements of which one is not aware. Freud believed unconscious thoughts have a profound effect and

influence on behavior. For example, the defense mechanisms are prime motivators of behavior as they serve to protect the ego. Freud also believed that personality development and motivation were the result of sexual stages in one's life, and emphasized three primary regions: oral, anal, and genital. These were held to be of the utmost importance because they are the first sources of sexual irritation and satisfaction.

Carl Jung was at one time a very close follower of Freud; however, he became disgusted with Freud's great emphasis on sex and developed his own branch of psychoanalysis which he called Analytic Psychology. According to Marx & Tombaugh (1967), Jung had a much more optimistic view of life and believed we were not only pushed by drives, but were pulled by future goals. An individual could learn from the past, but should have purpose and future goals. Jung definitely believed the past had a great influence on the present, and each person brings into the world a biological and psychological heritage from the past. The most important part of knowing where one is going is self-actualization or the blending of all the different aspects of one's personality into a completely meaningful, whole, and stable unit.

Alfred Adler was a psychoanalyst whose psychological theories are referred to as Individual Psychology. He felt that each individual is born with a natural motivation toward socialization and that man is more social in nature than sexual. Adler believed that people are striving to overcome inferiority and striving toward superiority over themselves and over others, and from this all

motivation is derived. The way people go about fulfillment of this goal is their style of life, and each person has a unique individualistic life style (Marx & Tombaugh, 1967).

Karen Horney's theory about motivation is based on the development of specific needs which arise from basic anxiety. These needs are placed in three categories and motivate general behavioral patterns: (1) moving against people (need for power); (2) moving toward people (need for love; and (3) moving away from people (need for isolation). Well-adjusted people will use whichever approach will best meet their needs; while neurotic people focus on one approach for their motivation.

The study of instincts has had an important place in motivation theory. Instincts are unlearned responses which result from stimuli. William McDougall placed much emphasis on the instinctual and purposive aspects of human behavior. He stated that behavior is directed toward the goal of self-preservation (Marx & Tombaugh, 1967). Therefore, motivation by instincts is not a thought-out procedure, but one usually done to protect oneself.

B. F. Skinner is probably the most well-known behaviorist, and was a behaviorist in the most strict sense, as he totally ignored inner processes. Skinner believed that one's behavior was determined by his or her reinforcement history and the uncertainties of the environment (Deci, 1975). True Skinnerians do not believe in motivation, as this is an inner process and is not directly observable. However, they study "drive" such as depriving an animal of food and water to make it hungry and thirsty. Other behaviorists

do give recognition to inner processes and motivation. Hull was one of these. He believed people acquire associative links between stimuli and responses when responses to given stimuli are reinforced. Hull believed drives were the motivational aspect to meet needs (Deci, 1975).

Maslow's Need Theory

Abraham Maslow, a Humanistic Psychologist, developed a need theory for motivation. He believed that need gratification was the most important single principle underlying all human development and motivation. He developed a hierarchy of needs with the lowest needs being met before the higher needs can be met. Wlodkowski (1984) believes Maslow's need theory is the most holistic and dynamic and offers the best guidelines to explain student motivation. Maslow's Hierarchy of Needs is as follows: (Lowest to Highest) (1) Physiological Needs; (2) Safety Needs; (3) Love Needs; (4) Esteem Needs; and (5) Self-actualization Needs.

According to Maslow, the basic physiological needs must be met before learning or motivation to learn will take place. These basic needs are usually for food, water, air, rest, activity, sex, and sensory satisfaction. Wlodkowski (1984) feels this is why properly timed recess breaks, adequate provision for bathroom needs, and the availability of a water fountain can make or break the student's motivation and learning capabilities. Sensory satisfaction or the need for stimulation is very important to student motivation.

Safety needs deal with the basic security of an individual. These needs are fulfilled through a sense of stability and freedom

from fear and anxiety. Students prefer a consistent and orderly learning environment where the discipline is fair and they feel safe and not threatened. There is little motivation for learning if students feel threatened, or just feel a desire to avoid punishment. Students can be frightened into doing academic tasks, but this is coercion or negative motivation.

Belongingness and love needs make up the person's innate desire for affectionate relationships and belonging to a group and being respected and accepted for who they are. Students need to feel respected and a part of the class, feeling a closeness with fellow students and teachers. This need for affection is more prevalent in schools today because more and more students are not getting these needs met at home and elsewhere in their lives. Teachers should realize that students who feel they do not belong are likely to withdraw or seek attention through unproductive behaviors. Affect (emotional climate) is a very major motivational factor during learning. This is just as important in the later school years as it is in the elementary school years. Students require a continuing sense of identity and kinship among their peers.

Maslow divided esteem needs into two types. The first type emphasizes self-respect and an inner desire for strength, competence, independence, and achievement. These needs are based on personal standards and values. The second type is more related to esteem from other people. Some of these needs are prestige, status, attention, and recognition. These needs can lead to dependency on others and give one a false sense of self. According to Wlodkowski

(1984), it is much better for students to be motivated by the first set of esteem needs.

The need for self-actualization is expressed in a person's desire for self-fulfillment. These are internal strivings which allow a person to reach his or her potential and be what he or she is capable of becoming. Students need to be motivated to reach their full potential and be all they can. Self-actualization is a growth need, and students should be encouraged to continue to grow and learn more in order to have a sense of fulfillment.

Locus of Control

"Locus of Control" is a key concept to motivation. People have either an internal or an external locus of control. Some people feel the control of their lives, successes, and failures lies internally or within themselves and they are responsible. Others feel that control is external of themselves and they are not responsible. Therefore, those with an internal locus of control are motivated by intrinsic needs, motives, and rewards. They are motivated more by their feelings, attitudes, and other internal states. Those with an external locus of control are motivated more by external events and rewards. In extrinsic motivation the goal rather than the doing of the behavior is considered to be the reason for the behavior (Wlodkowski, 1984).

Attribution Theory

Attribution theory provides seven different forms of explanations people use to explain their successes and failures. These are: ability, effort, mood, difficulty of task, teacher bias, luck

or chance, and unusual help from others. Fritz Heider was the founder of this theory and his work was expanded and refined by Julian Rotter. The explanation people give for their behavior tells much about their locus of control.

Intrinsic Motivation

"Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. The activities are ends in themselves rather than means to an end" (Deci, 1975, p. 23). Therefore, the activity brings about certain internal consequences which the person experiences as rewarding. "In intrinsic motivation, the "doing" of the behavior is considered to be the primary reason for the performance of that behavior" (Wlodkowski, 1984, p.153). According to Sloane & Jackson (1974), for academic behaviors there are intrinsic reinforcers which can be made available. For example, when a student reads a good book, he or she finds out interesting things. The enjoyment or satisfaction derived from the reading is an intrinsic reinforcer to the reader.

Need for Achievement

In recent years, psychologists have given considerable attention to an aspect of motivation which they call 'need for achievement'. McClelland explored characteristics of individuals, families, and larger cultural groups in countries and communities which have enjoyed exceptional commercial success. One of his conclusions is that in achieving societies high drive to succeed is associated with a philosophy or religion calling for independence of mind (Beard & Senior, 1980). Individuals with the need to achieve

are relatively independent of adults and are iess likely to conform to peer pressure in social situations. They are able to work well under delayed reinforcement conditions, and prefer moderately difficult tasks. They like to work hard, have a challenge, and like energetic, innovative activity. Therefore, it would seem that these individuals are good examples of people with internal locus of control and intrinsic motivation.

deCharms (1976, p. 68) gives the four major criteria for achievement motivation as follows:

1. Competition with others (doing something better than others).
2. Competition with a self-standard of excellence (doing something better than you yourself have done it before).
3. Unique accomplishment (doing something that no one else has ever done).
4. Long-term involvement (doing something that will take a long time, but will result in personal success).

Motivation and the Personality

There is a definite connection between motivation and the personality. According to Marx (1967), there are three reasons that motivation holds a central position within the field of personality. First, whatever behavior occurs is often a joint product of one's motives and one's personality characteristics. Second, motivational determinants are very important in the normal development of personality, and also for the treatment of personality and character

disorders. Third, whenever a personality test is given, the subject's level of motivation definitely influences the results.

Motivation According to Age

Marx (1967) describes the varieties of student motivation according to age. Preschool children's natural curiosity is the major factor in their early motivation. During kindergarten and elementary school, children's natural curiosity is still the most important motivating factor. However, during this time children begin to recognize mastery over the environment or that their skills can be used not merely for their own sake, but in other ways that serve and meet other motives and needs. This age child is motivated by success, and praise and blame are closely related to success and failure. Competition or "achievement motivation" and peer approval become of greater importance. The main motivational factor in the junior-senior high school years is the social incentives reflected in peer relationships. Also, emphasis on good grades for college entrance becomes important. College and university students have a strong motivation to learn and better themselves so that they can have a better future.

The Teacher's Role in Motivation

Naturally, teachers play one of the very most important roles in student motivation. Although teachers face the task of educating many students whose home and community environments are disruptive, research shows that teachers' skills in managing classrooms are a major factor influencing students' motivation, achievement, and behavior (Jones & Jones, 1990). Recent studies

indicate that teachers and schools make a dramatic difference in the lives of many children. The extent to which students learn academic material, how they feel about themselves as learners, and how responsibly they behave are significantly influenced by what happens in schools.

Effective teachers plan to be motivating and to motivate their students. Grossnickle & Thiel (1988, p. 9) give a list of teacher traits that enhance effectiveness and motivation:

1. Cooperative, democratic attitudes
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Personal appearance and pleasing manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject.

Students' motivation should be enhanced if a student likes a teacher and feels that the teacher is a fair, warm, and caring person. Sometimes the student will identify with the teacher and imitate the teacher's behavior and style. However, if a student does not like a teacher, and feels hostile, fearful, or dehumanized by the teacher, the student's motivation to learn is seriously impaired. Wlodkowski

(1984) lists and discusses some strategies for teachers to use to enhance student motivation and promote a better teacher-student relationship.

The teacher should establish a relationship with the student by sharing something of value with the student. The teacher can begin by sharing time and giving individual attention. This helps a student feel that he or she is regarded as someone special. Humor can be shared. The message is that the teacher and learning can be fun, and the students and teacher can enjoy each other. Teachers can share their feelings and values, and something about their real selves. This lets students know about the things which are cherished, that teachers do more than just teach, and they are human, too.

Teachers should listen to the student with empathetic regard. This is listening with understanding and awareness, and is like putting yourself in the other person's shoes. This shows the student respect and caring. One way to do this is to rephrase in one's own words the gist of the student's expression without changing the meaning or the emotional tone of the student. Students need to feel that what they say is really being heard and understood. This will positively influence their motivation. Listening skills are extremely important; when used effectively they create relationships that allow students to feel significant, accepted, respected, and able to take responsibility for their own behavior (Burkhart & Neil, 1968).

Teachers should treat the student with warmth and acceptance. Drew, Olds, & Olds (1977) believe that teachers can

show acceptance by making students accountable and then trusting them. It has become increasingly apparent that students are more motivated by teachers who will take a personal interest in them. Children today feel the present democratic atmosphere and expect to be treated as responsible, worthwhile, decision-making human beings (Dreikurs & Cassel, 1974). It becomes very hard to dislike someone who genuinely and consistently appears to like you. The following is a list of behaviors which indicate ways to demonstrate acceptance (Wlodkowski, 1984, p. 41-42).

1. Making any statement that essentially tells the student that she/he is a worthwhile person.
2. Being available.
3. Being helpful.
4. Being supportive.
5. Asking the student for help.
6. Showing understanding.
7. Showing caring or liking.
8. Taking the student seriously.
9. Self-disclosing to the student.
10. Sharing with the student.
11. Encouraging the student.
12. Allowing the student opportunity for expression.
13. Allowing the student freedom of expression.

According to Wlodkowski (1984), warmth is the necessary nonverbal counterpart to acceptance, and is a positive expression of genuineness and caring. Warmth must be authentic and is hard to

fake. Students are usually aware if this is not really a true quality of the teacher. Some of the cues that show warmth are:

1. Tone of voice--soft, pleasant, expressive
2. Facial expression--smiling, interested, appropriately intense
3. Posture--leaning toward, relaxed, open
4. Eye contact--looking into the student's eyes
5. Touching--gentle, embracing, supportive
6. Gestures--welcoming, beckoning, stroking
7. Spatial distance--appropriately close

Another strategy which can be used to promote better student-teacher relationships is to use class or individual meetings to build relationships and better attitudes. "The purpose of this meeting is to take a problem-solving approach in which there is a nonpunitive and a nonjudgmental climate with emphasis on individual and group responsibility for positive class relationships" (Wlodkowski, 1984, p. 42). This strategy has many benefits towards providing feedback about varying opinions, and provides a real possibility for changing attitudes.

Wlodkowski (1984) makes some suggestions for instilling and maintaining a positive attitude toward learning in the student. Teachers should make the conditions that surround the subject positive. If one is presented with something in the presence of pleasant conditions, one is more likely to be positive and get involved. Also, teachers should make the first experience with the subject matter as positive as possible. First impressions are

important and usually are lasting. The teacher should model enthusiasm for the subject being taught. If teachers appear bored or burned out by their subject, they have little chance of influencing learning in their students. It is good for students to associate with other students who are enthusiastic about learning. Enthusiasm is contagious and sometimes it helps to have good peers to model. Some students have mistaken beliefs which cause negative attitudes, and these should be positively confronted.

Dreikurs & Cassel (1974) feel that a good teacher is not an autocrat, but a responsible guide to motivate and help the student to learn. If teachers will apply the following ten points, they'll promote acceptable behavior in a happy, learning environment:

1. You are warm, friendly and kind, but firm.
2. You act and speak with confidence and sincerity and express a sense of humor naturally.
3. You always have work well planned before the class starts.
4. You treat all the pupils with equal respect by listening to their opinions and considering their feelings.
5. You are encouraging at all times, in order to develop or restore the self-confidence of your pupils. By distinguishing between the deed and the doer, you never damage your relationship with the children. You may object to what a child is doing, but not to the child himself. Never deny him the right to be respected as a person.

6. You are as impartial as possible. You try not to favor the pleasant, likable child or reject the one who is provocative or deficient.

7. You are able to integrate the class as a whole or divide it for group instruction in order to get optimum learning.

8. You encourage group discussion and participation in decision-making, set boundaries for expected behavior, and maintain these boundaries with effective, stimulating teaching.

9. You are not mistake centered, but always accent the positive by marking only the correct answers. You give recognition for any genuine effort.

10. You rotate the class monitors weekly, and involve all pupils in the chores and responsibilities of the classroom. (p. 22 & 23)

Encouraging the Student

In order to have positive motivation, students need encouragement. Students need to be encouraged to recognize the hidden powers within themselves (Dichter, 1971). It is very important that the teacher place value on the child as he or she is, and show a faith in the child that enables the child to have faith in himself or herself. This will also win the child's confidence while building his or her self-respect. Teachers should recognize a job "well done" and give recognition for the effort. A good teacher will utilize the group to facilitate and enhance the development of the child, and integrate the group so that the child can be sure of his or

her place in it. The teacher should assist in the development of skills sequentially and psychologically paced to permit success, and utilize the interests of the child to energize instruction. Above all, the teacher should recognize and focus on strengths and assets, and seek to make learning meaningful to the student (Dinkmeyer & Dreikurs (1963).

Many times encouraging students involves the task of de-emphasizing failure. Teachers need to help students put failure into perspective. Martin (1980) presents some ways of doing this. One should not act shocked when a child fails, nor attempt to change the student immediately. Just as it is important to not emphasize failure, it is also important not to put too much emphasis on success. Putting too much emphasis on success only serves to emphasize the possibility of failure. Mistakes should be treated in an open and matter-of-fact way. Wlodkowski (1984) says a teacher's verbal and nonverbal message to the students should be that no matter how well they do, the teacher will help them learn and will not give up on them. Students can't fail, they can only stop trying.

People are taught to feel self-conscious about mistakes and to view them as failures. It is important to be able to accept and cope with mistakes without creating discouragement. Martin (1980) gives some guidelines for doing this. Students should expect and plan for mistakes. Teachers and parents need to encourage children to expect and deal with mistakes as a part of life, and to use them as a learning experience. Treating mistakes as something horrible encourages unrealistic expectations and applies undue pressure.

Students should be encouraged to look for their mistakes because they can be corrected if they are found. Sometimes it is appropriate to ignore mistakes when they don't really matter. No one should feel responsible for others' mistakes.

"Competition can be enjoyable and stimulating when it does not lead to a feeling of failure on the part of the loser or a feeling of superiority on the part of the winner" (Martin, 1980, p. 44). Dreikurs & Cassel (1974) feel stimulating competition usually does not encourage children. Those who see hope of winning may put forth extra effort, but the stress is on winning rather than on co-operation and contribution. The less competitive one is, the better one is able to withstand competition.

"Praise can be encouraging, but it can also contribute to anxiety and fear of failure. Like all techniques, praise can easily become manipulative and underhanded" (Martin, 1980, p.40). Dreikurs & Cassel (1974) feel that praise is not the same as encouragement. Praise may have an encouraging effect on some children, but it often discourages and causes anxiety and fear. Some come to depend on praise and will perform only for recognition in ever-increasing amounts. Success accompanied by special praise for the result may make the child fear that they cannot continue to live up to the expectations.

Martin (1980) believes fear of failure is image-centered. It is fear for our self-image we, or others, have of ourselves. In the past, threats to self-image were thought to be the way to motivate people. Instilling fear of failure, emphasizing mistakes, and using

praise and competition to pressure both children and adults were thought to be the best way to encourage excellence, competence, success, and even happiness. Becoming aware of the extent to which these methods create discouragement is the first step in changing to methods that are more encouraging. Teachers need to help students put their fears, mistakes, and even failures into proper perspective. Emphasize both success, and failure, by teaching students to cope with problems and mistakes, by emphasizing problem solving, and by avoiding threats to self-image.

Stimulating the Student

"Stimulation has to occur to sustain student learning behavior. Students will begin many learning activities because they feel they need them, but they will not continue to attend and be involved unless they find the learning stimulating" (Wlodkowski, 1984, p. 83). If the learning is not stimulating, they will become more interested in something that is stimulating. Dreikurs & Cassel (1974) suggest that the teacher stimulate and lead the student, but do not push him or her. Let the student move at his or her own pace. If students experience something that is too new or is too difficult or unfamiliar, they may be confused, frustrated, or frightened. If they experience something that is not new or is too simple or merely repetitive, they may be repulsed, bored, or restless. Students are usually the most stimulated or motivated by something that is or can be made meaningful to them.

The Student's Self-Concept

If students do not have a good self-concept, motivation to learn is very difficult. Students strive to behave in ways that are consistent with their self-image. When the attitude toward the self with respect to learning is positive, the student develops a success-oriented personality which is motivated to learn. If the student has a negative self-image towards learning, the student develops a failure-oriented personality which looks for ways to fail. "Regardless of the state or makeup of the student's self-concept upon entering school, teachers do have the potential to provide psychological experiences from which each student can derive a positive sense of self-esteem" (Wlodkowski, 1982, p. 17).

When young children enter a classroom for the first time, they encounter positive and negative feelings in the environment. The child is alert and aware of all the signals in that environment. There is risk involved and the child is not sure about acceptance of self. McAllister (1990) feels that teachers' body language and style of interacting with students portrays the teachers' expectations. Whatever the intellectual ability of the child, a perceptive teacher can find ways to build a child's self-concept. McAllister (1990, p. 204) gives the following rules to help foster positive interactions:

1. Accept. Accept each child where he/she is. Expect the possible, not the impossible.
2. Look. Find one thing each child can do well and look for opportunities that allow the child to use that ability.

3. Wait. Practice patience to give slower students time to formulate answers.

4. Move. Be mobile. Make an effort to stand close to your least favorite student with no threat of reprimand.

5. Involve. Do not single out "better" students to participate in class discussions and classroom responsibilities. Involve every child.

The Parents' Role in Motivation

Parents are the most important, and influential adults in students' lives. Parents' attitudes toward school dramatically affect students' feelings and behavior from elementary school on up. Most parents want to know about their child's progress and to have their youngster be successful in school. Jones & Jones (1990) indicate that effective teachers accept the important role parents play in students' lives and find methods for communicating positively with parents. Children's attitudes about school are influenced by their parents. When parents feel good about their child's school situation, the child is likely to receive reinforcement and encouragement. Many times school personnel need to involve parents in developing a behavior-change program for the student.

Conclusions

There are many theories about motivation and many methods to apply these theories. This paper has reviewed the basic theories starting with Freud believing we are motivated by the id, unconscious forces, and sexual stages. Jung and Adler felt people are motivated most by striving for future goals. Horney felt people

are motivated by needs arising from anxiety. McDougall believed humans are motivated by instincts. Skinner, a behaviorist, believed motivation came from the environment; while Hull, a fellow behaviorist, believed humans are motivated by drives. Maslow believed that people are motivated as needs are fulfilled. The relationship between motivation and whether a person has an internal or an external locus of control and a positive or negative self-concept was reviewed. In the educational scene the teacher has the primary responsibility to develop, encourage, enhance, and maintain motivation in the student. This paper reviewed many of the responsibilities of the teacher, and discussed ways the teacher can help motivate students to learn. This paper reviewed briefly the role of parents in student motivation. Most of the same responsibilities and ways to help motivate for teachers will apply to parents, as well. Parents are teachers in the home. Since the student brings his or her home situation to the classroom, interaction between the parents and teachers is essential to good student motivation.

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